though the Government spent enormous amounts of money for maintaining hospitals and Vydiasalas, the poor people in the villages mainly depended upon the drugs and pills administered by Kaniyar physicians for curing their diseases. There were 72 Vydiasalas in the State which were receiving grants from the Government. Some of the physicians in charge of them were qualified; others had no qualifications. The attempts of qualified men from his community to get grants from the Government proved unsuccessful in many cases. Duly qualified physicians, who spent money from their pocket and had stored sufficient quantity of good drugs in their Vydiasalas also did not succeed in getting any help from the Government. There were instances in which grants that were being given to thoroughly qualified and competent physicians were suddenly taken away from them and transferred to novices. The request of the Kaniyar community for better encouragement to qualified physicians among them was legitimate. The members of his community were also not able to get any Government appointments. In consideration of the above facts, the Member prayed that applications for grants from duly qualified Kaniyar physicians might receive favourable and sympathetic consideration at the hands of the Government.

Dewan's reply.—Noted.

VII. EDUCATION.

108. Education.

Mr. M. K. Narayana Pillai B. A., Bar-at-Law. (Member, Trivandrum taluk) expressed his gratification at Primary education being made free and hoped that it would be made compulsory too in course of time, though the Government had decided otherwise now. What he was going to submit was that not only should education be literary as now but also that it should be directed to industrial and practical channels. It was a matter for satisfaction that an expert who knew the language of the country and who was acknowledged to be a gentleman of great energy and enthusiasm had been deputed to promote Elementary education. It was equally praiseworthy that steps had been taken to divert the course of Elementary education into industrial channels. The appointment of Dr. S. G. Barker to conduct an Industrial Survey was looked upon as another noteworthy step towards the attainment of that end. Agriculture was being introduced more and more into the lower classes in Elementary schools. All that showed that Government were anxious to give a decided and much-desired turn to the system of literary education under which some manifest evils had flowed.

The text-books in Elementary schools ought to be replaced by a better set. They ought to contain lessons on health, gentleness, justice and elementary science. They were not suitable for the children of tender age for whom they were prescribed, because some of them were too high in respect of style and contained deep philosophy which young children could not understand. It was not desirable that little children should be taught abstruse subjects of philosophy. What was required was that they should be taught elementary science, so that they might understand things around them in Nature. Another requirement was that there should be an Elementary school for each *kara*. So far as Higher Grade Elementary schools were concerned, what was required was that agricultural and industrial subjects—practical as well as theoretical—should be introduced into those schools. There should be both literary and industrial sides in every Higher Grade Elementary school or there should be two sets of schools—literary and industrial. In the schools under the first category, Manual Training should be introduced, so as to afford, to the hand and the eye, the necessary training. English should also be taught in the last three classes, *viz.*, 5, 6, and 7. It was desirable to teach a little Sanskrit also, as, without a fair knowledge of Sanskrit, Malayalam could not be satisfactorily understood by the teacher in a Vernacular school. Sufficient attention was not being paid to the teaching of Travancore History, though, no doubt, a little of it was being taught in the fourth class. Coming to the Industrial branch, the pupils should be taught such local industries as coir-making, mat-making, &c. with compulsory English. Just like the Elementary School Leaving Certificate, there should be a certificate issued to the student who left the technical branch or school, as the case might be. If he be so inclined, the holder of the latter certificate should

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be enabled either to join the Secondary schools or the continuation classes with a view to allow him to attain a higher degree of proficiency. His object in suggesting the teaching of English in classes 5, 6 and 7 in a Higher Grade Elementary school was that a student with brains must be in a position to join the Third Form after leaving the Elementary school.

Dewan.—Now, he is allowed to join the Second Form.

The Member submitted that at present admission was generally given only to the First Form, unless the boy was exceptionally brilliant. But, if more English was taught, the student could easily get into the Third Form.

With regard to Secondary education—both Lower Grade and Higher Grade—the Member's first suggestion was to abolish the Preparatory class. There was no such class in Madras. It was, further, waste of one precious year. The second suggestion was that there should be both a technical side and a literary side, or two separate sets of Secondary schools as was proposed for the Elementary schools. Another suggestion was that there should be a public examination after the Third Form. At present, boys were being examined only at the end of 10 years of their career in the school—a long period. That should give place to a public examination in the Third Form. One defect in the present system was that, when a student of the IV or V Form was obliged to stop his studies in the Secondary school and wanted to join the 7th class in an Elementary school, he was being forced to remain in the 7th class for 2 or 3 years and then only allowed to appear for the School Leaving Examination. That was hard; the student should be allowed to appear for the School Leaving Examination in the first year. After completing the technical course, the student should be able to join a Central Technological Institute and become a graduate in some industry or agriculture. The School of Arts might be developed into a Central Technological Institute, one section of the institution being confined to the improvement of fine arts. There should be provision in the Central Technological Institute for the teaching of Manual Training which, however, should be extended to all parts of the State. If the Central Technological Institute be opened, there would be no necessity for a large number of Secondary schools for which there was demand now.

The Member next referred to a complaint that some of the men appointed to teach Malayalam were not fit for their task, because of the fact that their mother-tongue was not Malayalam, though they had passed examinations in Sanskrit which should not by itself be considered a sufficient qualification. The best course would be to appoint men whose mother-tongue was Malayalam.

Coming to His Highness the Maha Raja's College, the Member represented that it was time that an Honours course was established in Indian Languages.

Dewan.—As I said last year, the difficulty is in regard to accommodation. The Honours course could be established when the High School classes are removed to the new buildings at Vanchiyur in course of construction.

In connection with the College, the following suggestions were made by the Member:—

(1) Honours course in Indian languages should be established in honour of the Diamond Jubilee of His Highness the Maha Rajah.

(2) Students should be allowed to take rhetoric in the place of philology, as they did not like the latter.

(3) The Physics and Chemistry Chairs should be abolished. In the first place, there were not sufficient students. Secondly, the students considered it risky to take up those subjects. Thirdly, they did not utilize their knowledge of those sciences in their future career, as many of them joined the Law College after taking their degree. Fourthly, the cost incurred was very prohibitive. Fifthly, that money could be better utilized in awarding 10 scholarships for the study of Industrial or Technical subjects in America, Japan or other foreign countries.

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The Member then referred to the complaint that admission was being refused to the youth of the land who were qualified to join the Intermediate Class in the College and suggested the opening of a Second Grade College at Mavelikara to relieve the congestion and as a fitting memento of the ensuing *Shashtipurthi* of His Highness the Maha Raja.

The next suggestion of the Member was to improve the working of the Sanskrit College or to transfer the classes to H. H. the Maha Raja's Arts College and place them under the Professer of Dravidian Languages.

Lastly, the Member requested that the Curator for the publication of Sanskrit Manuscripts be directed to collect not only Sanskrit Manuscripts but also rare and important books and manuscripts in Tamil and Malayalam.

Mr. C. O. Madhavan, B. A., B. L. (Member, Nominated) spoke first about the growing physical deterioration of the student population. The real causes of the famished condition of the school-going population were, firstly, the indifference of the educated men and, secondly, the apathy of the Educational authorities. The remedy proposed was that arrangements should be made to see that as much attention was paid to physical training as to other subjects in the school. Every boy and girl should be compelled to undergo physical training according to his or her individual requirements. That led the Member to dwell on the necessity for a regular medical examination of the school-going population to be held once in six months by competent men, a record of such an examination being maintained. As Government Hospitals and Dispensaries under qualified medical men were within easy reach in all parts of Travancore, medical examination of students could be easily arranged and medical advice could also be easily given. The Member requested that, the circumstances for carrying out his suggestion being so favourable, the Government might be pleased to adopt the proposal at an early date.

The next point was the introduction of religious instruction in schools. The necessity for it had been recognised by many eminent authorities, as a course of instruction on a religious basis was highly essential for the formation of character. The Member, therefore, requested that the suggestion be favourably considered by the Government.

Dewan.—How would you carry it out in practice? As regards this question, speaking generally, there will be Hindu, Christian and Mahomedan boys and probably Jews also. How would you proceed to give religious instruction to these boys? In the case of Hindus and Christians, perhaps, the difficulties are not so great. If, as in the case of Mahomedans, there are only a few boys of a particular religion, will there not be a difficulty?

Member.—There are two ways of carrying out my suggestion, namely, either to teach some general principles acceptable to all religions or to teach each boy his own religion. The general principles may be embodied in a text-book or a text-book may be prepared for pupils of each religious persuasion. The matter is easy for the Hindus and Christians. In regard to Mahomedans, the *Labha* or Priest of the mosque nearest to the school may be asked to give religious instruction.

Dewan.—Is it possible to carry out fully all these details? If, for instance, the latter portion of your proposal is carried out, is it possible for Government to exercise that effective control which is so necessary? The question appears to be beset with difficulties even in England where the religion is only one, though there are some denominations.

Member.—In England there are greater denominations than there are religions here. I have thought over the question. After all, the difficulties in the way of giving religious instruction are not so great or insurmountable.

The Member next dealt with Elementary education. The advance made had been so rapid that, in some taluks of the State, almost all the children of school-going age had been attending schools. The readiness and eagerness of the people to

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educate their children was so great that they had come forward and built hundreds of school-buildings which enabled the Government to admit all children in to schools. Last year especially, there had been no complaint about the non-admission of any. The Government had also recognized the large volume of co-operation which the people had been giving to spread education. The next step for which the State was ripe was that Elementary education should be made compulsory. The people were ready to put up buildings and start schools. What was wanted was only that the recurring charges should be borne by the Government. No doubt, the scheme would bring about an appreciable increase in expenditure. But the Government could safely rely on popular support.

Dewan.—That is just the point. I do not know if the people will be so ready to accept a new cess.

Member.—I think that the people will accept a new cess to meet the additional expenditure.

The Member then spoke about the Text-Book Committee. The complaints on the books selected by the Committee had been made both in the press and on the platform and the criticisms passed were not unfounded. The quality of the books or their usefulness to the pupils did not seem to be the primary consideration of the Committee in selecting the books. Corruption and favouritism were said to play a great part in the selection of books by the Committee.

Dewan.—I take objection to that statement. You are not in order in levelling a charge of corruption on the Members of the Text-Book Committee. Can you substantiate it?

Member.—The newspapers have been saying that openly.

Dewan.—They are in an entirely different position. If they make any statement of that nature, the Members of the Committee are at liberty to take any action they like. But this Assembly should not be made the arena for making such remarks, unless you have a very good basis. This is a responsible body where any representation made is bound to be heard and attended to by the Government. Further, the Members of the Committee are not here to defend themselves. You are, therefore, in an advantageous position. They are a respectable body of honorary workers whose work ought not to be subjected to the criticisms of the kind you are making. I am prepared to hear you, provided your criticisms are directed against the selected books or the methods of selection, for they may be of use to Government. But I cannot allow you to level the charge of corruption on the Committee individually or collectively, unless you are prepared to substantiate your statement fully. You are at liberty to proceed with your representation on other points.

The Member then observed that the authors or publishers of nearly 75 per cent of the books prescribed for the current school-year were either members of the Commitee, or, editors of newspapers, or, persons near to them. Text-book writing had now become the most lucrative profession in Travancore for those who were so inclined and who could exert some sort of influence over the Committee. Books were now being written, not because the authors thereof, after close and careful thought over the subject, were impelled to do so by a desire to benefit humanity, but simply out of a desire to fill their pockets by getting their productions prescribed as text-books. The Member asserted that, but for their influence over the Committee and the prospect of a large profit, a good proportion of the text-book writers would never have become authors at all. Another peculiar feature about the present arrangement was, according to the Member, that the remuneration of an author was in inverse ratio to the amount of time and energy spent by him in writing a book. The remuneration obtained in writing a book for a higher class was much less than that for writing a book for a lower class. The Member contended that the reverse ought to be the case. He did not think that a change in the *personnel* of the Committee would do any good to remedy the existing state of affairs. What he proposed was that the Committee might, as hitherto, select the books for each class.

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The Government might then purchase the copy-right of the books so selected and make their own arrangements to print and publish them, the authors of the books being given suitable honoraria for their books. The books should then be sold at cost price. If that proposal were carried out, there would be no complaint of any kind. It would, further, remove all the defects pointed out by him. Another point to which the Government might turn its attention with advantage was the frequent change of text-books in all classes which had made Elementary education very costly. To add to the costly character of Elementary education, the number of books prescribed was so large that an average boy found it difficult to carry the books to school.

In regard to Secondary education, the Member drew the attention of the Government to the following points :—

(1) It was waste of money and energy to appoint B. A., L., T.'s to teach classes down to the Preparatory. Up to the III Form the teaching could be entrusted to under-graduates. A portion of the money could thus be saved and diverted to Elementary education. No doubt, that point had already attracted the attention of the Government. The Member prayed that the policy might be persisted in.

(2) The specialization now carried on was most disadvantageous to the pupils. They were being forced to select subjects for optional study when they were too early in their school career and were unable to judge for themselves as to their special aptitude for any particular subject. Another evil of the existing system was that they were being deprived of the opportunities of knowing anything about other subjects an elementary knowledge in which would be invaluable to them. There was much in the old Matriculation standard to be preferred to the present system.

In regard to Collegiate education, the Member's complaint was that the College was overstaffed, that the staff was overpaid and underworked, that the management of the College had become autocratic and that the institution itself was becoming unpopular with the student population. The Member then compared the present staff of the College with that in a few Colleges in the Presidency and also took a comparative review of the College staff in regard to the other points mentioned above and came to the conclusion that, in the light of his facts, the local College should be reorganized with a view to economy. The Member also submitted that the pay of the Professors should not exceed that of a District Judge.

The Member next appealed to the Government for another Second Grade College being opened. There was no necessity to equip the College to be newly opened on the same extravagant scale on which the Government were now maintaining the College at Trivandrum. If the Government could not establish a College at their cost, they should at least liberally help and encourage a private Second Grade College which the people were ready to start. The fact that Travancore students found it difficult to get accommodation in the only Government College at Trivandrum and that hundreds of them were now studying outside Travancore was, among others, the chief reason for granting their request for a Second Grade College in Central Travancore.

The Member then referred to the complaints of the students which, he alleged, were not being properly looked into by the College authorities.

He then pointed out that the B. A. classes in Chemistry and Physics were becoming thinner every year and the strength in those classes was not commensurate with the money spent or with the staff maintained. The reason for the small number of students was that there was no Group II in the Intermediate Class. If that was opened, the strength in the Chemistry and Physics classes would certainly increase.

In conclusion, the Member suggested the opening of the Honours course in Sanskrit, as all facilities for carrying out the suggestion existed.

Mr. N. G. Parameswaran Pillai (Member, Mavelikara taluk) first represented that his request, which had been urged several times at the previous

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sessions of the Assembly, was to establish a Second Grade College at Mavelikara. He reiterated the circumstances under which the Government had recognized the necessity for a College in Central Travancore and also the disadvantages and hardships the students had been labouring under for the past several years. The Member then explained how the people, convinced of the difficulties and sufferings their children were put to, came forward to render all financial aid they were capable of; how a public meeting came to be held at Mavelikara to concert measures for commemorating, in a fitting manner, the *Shashtipurthi* ceremony of His Highness the Maha Rajah; how they first decided to have a Technical Institute as a memento of that rare and auspicious event; how afterwards they changed their mind to have a Second Grade College; and how earnest they were to proceed with the collection of the money required for the purpose after getting the Government sanction to their proposal; and lastly, how anxiously they were waiting to get a favourable reply from the Government.

The Member then placed the following matters for the kind consideration of the Government.

(1) The co-education of boys and girls in the last two classes of an Elementary school, which the Government had been carrying on, had resulted in much good to the people as well as to the State. Considered from every point of view, it was a well-considered reform for which the people were grateful to the Government. The Member requested that the same might be extended to the third and fourth classes also, especially because the girls in those classes were not likely to be older than 10 years.

(2) He objected strongly to boys and girls in the V, VI and VII Classes studying together in the same class. Such a system was highly detrimental to the morality of both. Perhaps, the difficulty to carry out the proposal made by the Member, *viz.*, to have separate Higher Grade Schools for Girls, was to find funds for opening more Higher Grade Schools for Girls. The remedy was to abolish the Lower Grade Elementary Schools for Girls, as the girls could be taught along with the boys and divert the savings thus effected to the opening of Higher Grade Elementary Schools for Girls.

(3) The next point was the encouragement of the Vernacular. It was gratifying that, before effective harm could be done to Vernacular education in the country, the management and control of that department had been taken away from the hands of one who was a stranger to it. Other steps taken to promote the Vernacular were, opening more Elementary schools with the co-operation of the people and thus giving admission to all who wanted admission and the unforgettable manner in which the Vernacular Golden Jubilee was celebrated. The people also were equally interested in the efforts of the Government as could be easily seen from the fact that there were in some places persistent demands to get higher classes opened in Elementary schools; in other quarters a Vernacular University was asked for; while a third request was for establishing an Honours course in Malayalam. Those were indications of an earnest desire on the part of the people to advance the cause of the Vernacular. The people being so very enthusiastic in the matter, it would go considerably towards the solution of the problem, if the Government would also take time by the forelock. The immediate necessity was to find scientific treatises as a means of popular education. The problem then was whether those books would come into existence when there were people to read them or whether such books should be first written and published with a view to create a popular taste for similar works. He decidedly took the latter view and requested the Government to arrange for the issue of such books and for their writers being suitably rewarded.

(4) The Member then criticised the method of selecting text-books by the Text-Book Committee and dwelt at length on the dissatisfaction produced by the selection of the Committee. He also explained what he thought to be the causes of the unpopularity of the Committee. The remedy proposed by the Member was the abolition of the Text-Book Committee and the creation by the Government

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in its place of a small Committee of 2 or 3 gentlemen to arrange for text-books being written by some competent gentlemen, the Government rewarding them suitably and keeping the copy-right of such books to themselves.

The Member concluded his representation with submitting (1) that all Malayalam schools—whether for boys or girls—should, for purposes of inspection, control, &c., be placed under one person who was thoroughly conversant with the language of the country and (2) that the quality of instruction at present imparted was not satisfactory and that it should be improved.

Dewan's reply.—The representations of the Members will be carefully considered. As regards the teaching of boys and girls together in Class V, the Government will issue orders to stop the practice, wherever it exists.

109. Education of Mahomedans.

Mr. N. A. Mahomed Kunju (Member, Nominated) first submitted the grateful acknowledgments of the Mahomedan community to Government for what was being done to advance the cause of education among them. The Member then made the following requests:—

(1) At present 99 Muslim boys were studying in 303 grant-in-aid schools. The reason for such a small number was that they had to pay the school-fees in full and not half as in Departmental schools. Therefore, the half-fee concession should be made to apply to grant-in-aid schools also.

(2) Special scholarships should be awarded to Muslim students to enable them to prosecute their studies in Secondary schools and Colleges. The single scholarship at present given to a Mahomedan student in the H. H. the Maha Raja's College was not sufficient.

(3) There were at present 22 Departmental Elementary schools and 21 private Elementary schools in the whole State. The number was not sufficient. More schools should be started in centres where there were Mahomedan Committees formed for the spread of Vernacular education. At least 4 schools should be opened in each Range annually.

(4) Wherever Arabic Munshis had been attached to Elementary schools, they had attracted Muslim boys, to such schools. As, however, there were schools in Mahomedan localities where Arabic Munshis had not been appointed, Arabic Munshis should be attached to such schools to attract Muslim boys to those schools.

(5) A Committee composed of gentlemen who were thoroughly conversant with the Arabic language and literature to select persons for the post of Arabic Munshis should be appointed.

(6) Sufficient time was not being allowed to Mahomedan pupils in schools on Fridays to enable them to attend their mosques for purposes of worship. They should be given one hour more than they were having at present. The period of interval granted to Mahomedans should apply generally to all schools in which Muslim boys were studying. In such places, the attendance must be between 11 A. M. and 5 P. M.

(7) Whenever qualified Mahomedans applied for Government appointments, they should invariably be given preference and orders to that effect should go to Heads of Departments and Offices.

(8) Proper encouragement should be given to Mahomedans to enter service by exempting them from service qualifications, as such a concession will act as a strong incentive to the advancement of the material interests of Mahomedans.

(9) Those Mahomedan boys who had taken the Elementary School Leaving Certificates should be given places in the Registration, Revenue and other Departments, while those who had taken the S. S. L. Certificates should be more largely employed in English schools in the State.

(10) Primary education should be made compulsory at least among Mahomedans. As a result of the exertions made by the Deputy Director of Public Instruction, 73 Educational Committees for the spread of education among Mahomedans had been formed. There were about 35,000 Mahomedan boys of school-going age;

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